

دار مكتبة الأطفال

DAR MAKTABAT EL-ATFAL

اهداءات ٢٠٠٢

أ/ رشاد كامل الكيلانى

القاهرة

Kamil Kilany

كامل كيلانى

دِنْدِشُ وَأَصْحابُ الْعُصْفُورَةِ

Dindish and the Sparrow's Friends

عربى - إنجليزى

Arabic - English

دار مكتبة الأطفال

Dar Maktabat El Atfal

ثَعْلَبٌ .

ثَعْلَبٌ مَكَّارٌ .

دِنْدِشُ مَكَّارٌ .

دِنْدِشُ ثَعْلَبٌ مَكَّارٌ .

ثَعْلَبٌ مَكَّارٌ يَبْحَثُ عَنْ وَزَّةٍ يَأْكُلُهَا .

ثَعْلَبٌ مَكَّارٌ يَبْحَثُ عَنْ بَطَّةٍ يَأْكُلُهَا .

ثَعْلَبٌ مَكَّارٌ يَبْحَثُ عَنْ دَجَاجَةٍ يَأْكُلُهَا .

ثَعْلَبٌ مَكَّارٌ يَبْحَثُ عَنْ طَعَامٍ لِأَوْلَادِهِ

الصِّغَارِ .

دِنْدِشُ ثَعْلَبٌ عَجِيبٌ .

A fox.

A sly fox.

Dindish is sly.

Dindish is a sly fox.

A sly fox is looking for a goose to eat.

A sly fox is looking for a duck to eat.

A sly fox is looking for a hen to eat.

A sly fox is looking for food for its young ones.

Dindish is a strange fox.

ثَعْلَبٌ وَثَعْلَبَةٌ .

ثَعْلَبٌ صَغِيرٌ .

وَثَعْلَبَةٌ صَغِيرَةٌ.

ثَعْلَبانِ صَغِيرانِ.

ثَعْلَبانِ أَخَوانِ . أَخَوانِ صَغِيرانِ .

ثَعْلَبانِ أَخَوانِ صَغِيرانِ .

دِنْدِش أَبُوهُما .

دِنْدِش رَبَّاهُما .

دِنْدِشُ خَرَجَ يَبْحَثُ عَنْ طَعامٍ

لَهُما .

A fox and a vixen.

A young fox and a young vixen.

Two young foxes.

Two brother foxes. Two young brothers.

Two young brother foxes.

Dindish is the father of both of them.

Dindish has brought both of them up.

Dindish went out in search of food

for both of them.

— • —

دِنْدِشْ يَبْحَثُ عَنْ
بَطَّةٍ يَصْطادُها.
"دِنْدِشْ" يَبْحَثُ عَنْ
وَزَّةٍ يَصْطادُها.
"دِنْدِشْ" يَبْحَثُ عَنْ
شَيْءٍ يَصْطادُهُ ،
يَأْكُلُهُ هُوَ وَأَوْلادُهُ .
أَيْنَ ٱلْوَزُّ ؟ أَيْنَ ٱلْبَطُّ ؟ أَيْنَ الدَّجاجُ ؟
اَلْوَزُّ هَرَبَ . اَلْبَطُّ هَرَبَ . اَلدَّجاجُ هَرَبَ
"دِنْدِشْ" زَعْلانُ .

Dindish is looking for a duck to catch.

Dindish is looking for a goose to catch.

Dindish is looking for something to catch, so that he and his young ones may eat.

Where are the geese ?

Where are the ducks ?

Where are the hens ?

The geese have fled.

The ducks have fled.

The hens have fled.

Dindish is vexed.



دِنْدِشْ قالَ : "اَلطُّيُورُ تَهْرُبُ مِنِّي."

اَلْعُصْفُورَةُ قالَتْ : "اَلطُّيُورُ تَخافُ أَنْ تَأْكُلَها"

دِنْدِشْ قال : "أَنا لا آكُلُ أَصْحابَكِ ، أَنا

زَرَعْتُ جُنَيْنَةً لِأَصْحابِكِ."

The sparrow asked :

" Why are you vexed? "

Dindish replied :

" The birds flee from me. "

The sparrow retorted :

"The birds are afraid lest you should eat them up."

Dindish exclaimed :

" I do not eat up your friends ; I have planted a garden for your friends "



اَلْعُصْفُورَةُ فَرْحانَةٌ : طارَتْ فَرْحانَةً

اَلْعُصْفُورَةُ قالَتْ وَهِىَ فَرْحانَةٌ :

"أَنا أُخْبِرُ أَصْحابِى بِما سَمِعْتُهُ مِن

دِنْدِشَ ٱلْعَجِيبِ . دِنْدِشُ لا يَأْكُلُ أَصْحابِى .

دِنْدِشُ يَحِبُّ أَصْحابِى".

The sparrow is pleased.

It flew happily away.

The sparrow said happily:

" I am going to tell my friends what I

have heard from the wonderful Dindish.

Dindish will not eat up my friends.

Dindish likes my friends."



اَلْبَطَّةُ صَدَّقَتْ ما سَمِعَتْهُ مِنَ ٱلْعُصْفُورَةِ.



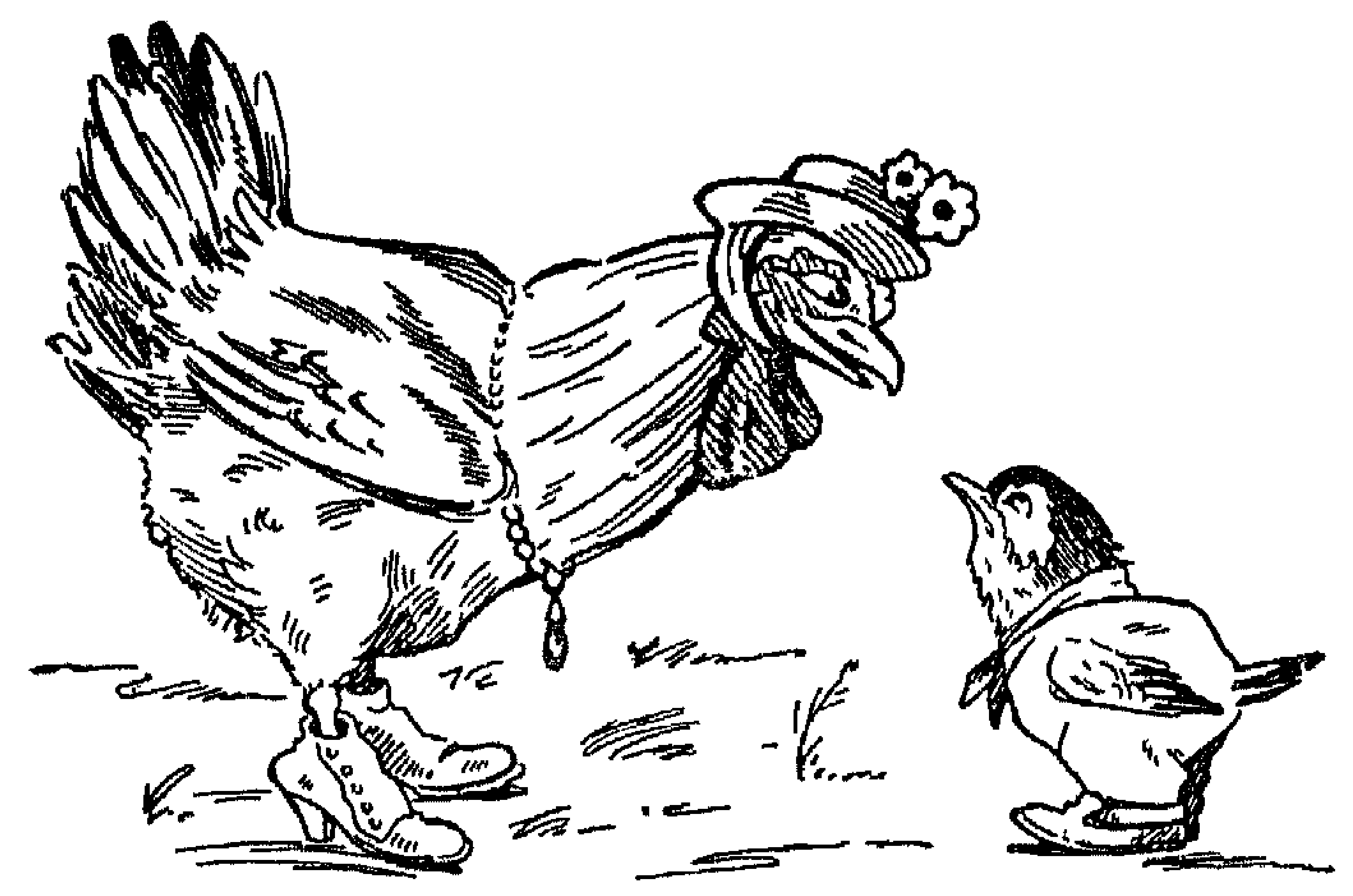
اَلْوَزَّةُ صَدَّقَتْ ما قالَهُ "دِنْدِشُ" لِلْعُصْفُورَةِ.

The sparrow told the duck
Dindish had said.

The duck believed all that she
heard from the sparrow.

The sparrow told the
what Dindish had said.

The goose believed what Di
had said to the sparrow.



اَلدَّجاجَةُ صَدَّقَتْ ما سَمِعَتْهُ مِنَ الْعُصْفورَةِ .



الدّيكُ صَدَّقَ ما قالَهُ "دِنْدِشُ" لِلْعُصْفورَةِ ،

The hen believed what it had heard from the sparrow.

The cock believed what Dindish had said to the sparrow.



ٱلدِّيكُ ٱلرُّومِيُّ
صَدَّقَ كَلامَ
ٱلْعُصْفُورَةِ .

ٱلْأَرْنَبُ صَدَّقَ
ماسَمِعَتْهُ ٱلْعُصْفُورَةُ
مِنْ ”دِنْدِشَ“

The turkey believed the sparrow's words.

The rabbit believed what the sparrow had heard from Dindish.

"أَبُو حُدَيْجٍ": لَقْلَقٌ ظَرِيفٌ ،
شُفْنَاهُ فِي جُنَيْنَةِ ٱلْحَيَوانِ .
أَبُو حُدَيْجٍ صَدَّق كَلامَ
ٱلْعُصْفُورَةِ .

"أَبُو قِرْدَانَ" طَائِرٌ نَافِعٌ .
"أَبُو قِرْدَانَ" صَدَّقَ
كَلامَ ٱلْعُصْفُورَةِ .



The stork is a nice long-beaked bird which we have seen at the Zoo.

The stork believed the sparrow's words.

The ibis is a useful bird.

The ibis believed the sparrow's words.



اَلْماعِزَةُ صَدَّقَتْ
ماسَمِعَتْهُ مِنَ
اَلْعُصْفورَةِ .

اَلنَّعْجَةُ الصَّغيرَةُ صَدَّقَتْ كَلامَ اَلْعُصْفورَةِ .

The nanny-goat believed what she had heard from the sparrow.

The little ewe-lamb believed the sparrow's words.



ثَلاثُ بَطَّاتٍ ذَهَبَتْ إِلَى جُنَيْنَةِ "دِنْدِشَ".
دِنْدِشُ قالَ: "أَهْلًا وَسَهْلًا بِالْبَطَّاتِ ٱلْعَزِيزاتِ".

Three ducks have gone to Dindish's garden.

Dindish said :
" You are welcome, dear ducks ! "


دِنْدِش قالَ : „ أَهْلًا وَسَهْلًا بِالدَّجاجَةِ الْعَزيزَةِ."
دِنْدِش قالَ : "أَهْلًا وَسَهْلًا بِالدِّيكِ الرُّومِيِّ."

Dindish exclaimed:

" very welcome, deer hen!"

Dindish stated:

" Welcome, welcome, Mister Turkey!"



دِنْدِشُ قالَ : "أَهْلاً وَسَهْلاً بِالدِّيكِ الْعَزِيزِ."

Dindish said :

" Welcome, welcome, lovely goose !"

Dindish stated :

" Welcome, welcome, dear cock !"

"نَبهانُ" قالَ لِأَخَوَيهِ:
"لا تَذهَبا إِلى دِندِش".



دِندِشُ غَدّارٌ. دِندِش يأكُل ٱلأَرانِبَ. أَنا أَخافُ عَلَيكُما." ـ ٱلأَرنَبانِ لَم يَسمَعا كَلامَ أَخيهِما. ٱلأَرنَبانِ ذَهَبا إِلى دِندِش.



Nabhan told his two brothers :

" Do not go to Dindish.

Dindish is treacherous.

Dindish devours the rabbits.

I am afraid for you."

The two rabbits did not heed their

brother's advice.

The two rabbits went to Dindish.



"نَبْهانُ" خافَ عَلَى أَخَوَيْهِ .

"نَبْهانُ" قالَ : "أَنا لا أُصَدِّقُ أَنَّ دِنْدِش تابَ عَنْ أَكْلِ ٱلْأَرانِبِ . دِنْدِشُ ثَعْلَبٌ مَكّارٌ . دِنْدِشُ خادِعٌ كَذّابٌ".

"نَبْهانُ" زَعْلانُ . "نَبْهانُ" تَعْبانُ .

Nabhan was afraid for his two brothers.

Nabhan said :

" I do not believe that Dindish has given up eating rabbits.

Dindish is a sly fox.

Dindish is a deceitful liar."

Nabhan is vexed.

Nabhan is tired.



دُنْدِشُ" أَخْبَرَ وَلَدَيْهِ بِقِصَّـتِهِ مَعَ
ٱلْعُصْفُورَةِ . ٱلْغُرابُ سَمِعَ ما قالَهُ
دُنْدِشُ" لِلثَّعْلَبَيْنِ ٱلصَّغِيرَيْنِ .
ٱلْغُرابُ طارَ لِيُخْبِرَ ٱلْعُصْفُورَةَ بِما سَمِعَ.

Dindish told his two sons about his story with the sparrow.

The crow heard what Dindish had said to the two young foxes.

The crow flew away to tell the sparrow what he had heard.



"نَبْهانُ" سَمِعَ ما قالَهُ ٱلْغُرابُ لِلْعُصْفُورَةِ .

"نَبْهانُ" خافَ عَلَى أَخَوَيْهِ. "نَبْهانُ" أَسْرَعَ إِلَى "تُوتُو".

The crow told the sparrow what he had heard from Dindish.

Nabhan heard what the crow had told the sparrow.

Nabhan was afraid for his two brothers.

Nabhan hastened to Too-Too.



اَلْأَرْنَبُ أَخْبَرَ "تُوتُو" بِما قالَهُ ٱلْغُرابُ .



"تُوتُو" أَخْبَرَ أَخَوَيْهِ بِما قالَهُ "نَبْهانُ".

The rabbit told Too- Too what the crow had said.

Too-Too informed his two brothers of what Nabhan had said.



اَلثَّالِبْ هَرَبَتْ لَمَّا شافَتِ ٱلْكلاب .



اَلطُّيُورُ فَرِحَتْ بِنَجاتِها مِنَ الثَّعْلَبِ الْمَكَّارِ.

The foxes fled when they saw the dogs.

The birds were glad to be saved from the sly fox.

نَشِيدُ الغُرابِ



غاقِ
غاقِ
غاقْ
أَيُّها الأَصْحابْ
أَيُّها الرِّفاقْ.

لا تُصَدِّقُوا ...
"دِنْدِشْ" الكَذّابْ
غاقِ غاقِ غاقْ

أَيُّها الأحبابْ أَيُّها الرِّفاقْ غاقِ غاقِ غاقْ
كُلُّ ثَعْلَبِ طَبْعُهُ النِّفاقْ غاقِ غاقِ غاقْ
لا تُصَدِّقُوا كُلَّ ما يُقالْ غاقِ غاقِ غاقْ
كُلُّ ثَعْلَبِ خادِعٌ مُحْتالْ طَبْعُهُ النِّفاقْ
غاقِ غاقِ غاقْ

The crow's ode:

Caw
Caw
Caw

O friends!
O companions!
Do not believe Dindish - the liar.
Caw Caw Caw
O dear ones! O companions!
Caw Caw Caw
Hypocrisy is the nature of every fox.
Caw Caw Caw
Do not believe all that is said.
Caw Caw Caw
Every fox is deceitful and treacherous.
Caw Caw Caw
Hypocrisy is in its nature.
Caw Caw Caw

Excerpts from rev.ews of Al Kılany's Library

قطوف من الآراء في مكتبة الكيلاني

The Poet Ibrahim Abdul Kader El Mazni said:

...The main features which stand out in Kilany's books are simplicity of expression, accuracy of vocabulary and exactness of meaning In a word, his sound and facile pen, avoids all that is strange or archaic, guiding the child along a perfectly graduated path

Moreover, complete vocalisation is a guarantee against error, and elaborate illustrations are most conductive to reading.. "

الشاعر إبراهيم عبد القادر المازني قال:

«...وتمتاز تواليف الكيلاني بالبساطة في التعبير، والصحة في الألفاظ، والرقة في التراكيب، والدقة في الأداء، والسلاسة والسهولة، مع اجتناب كل غريب وناب، ومع توخي التدرج بالطفل.

هذا إلى الشكل الكامل حتى يؤمن الخطأ، والإكثار من الصور الجميلة المغرية بالقراءة ....»

Dr. Ali Mustafa Musharrafa said :

" . I sincerely hope that the day will come when our young scholars will know good Arabic by instinct When this happens most of the credit will be due to Professor Kılany's books .... "

دكتور علي مصطفى مشرفة قال :

«...وإني لأرجو أن يأتي اليوم الذي تصير فيه اللغة العربية سليقة عند متعلمينا. فإذا قيض لها ذلك كان الفضل راجعا في معظمه إلى كتب الأستاذ الكيلاني ....»

Prof. Carlo Nallino said :

".. I offer the most unreserved commendation for the care you have devoted to the choice of the subject-matter in the first place, the expression in the second, and the size of the lettering in the third, and also in the plan which is designed to lead to perfect success by progress from the child to the adult in harmony with his development in years and attainments. I am likewise delighted to call attention to the delicacy and clearness which characterise the artistic pictures which adorn the pages of this series..."

الأستاذ كارلو ناللينو قال :

«... وإني لأحبذ أوفى تحبيذ، تلك العناية التي تبذلها في انتقاء الموضوعات أولا، والأساليب ثانيا، وأحجام الحروف ثالثا، وترتيب ذلك ترتيبا يتمشى بنجاح تام من الأطفال إلى الشباب، وفق تدرجهم في أسنانهم، ومداركهم كما يسرني أن أنوه بالرشاقة والوضوح، اللذين يتحليان في فن تلك الصور المبدعة التي ازدانت بها هذه الكتب ...

Excerpts from reviews
of Al-Kilany's Library

The Poet Ibrahim Abdul Kader El Mazni said :

"... The main features which stand out in Kilany's books are simplicity of expression, accuracy of vocabulary and exactness of meaning. In a word, his sound and facile pen, avoids all that is strange or archaic, guiding the child along a perfectly graduated path.

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Bibliothèque Arabe Al Kilany pour Enfants.

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La collection de la bibliothèque comprend environ 150 histoires et contes, merveilleusement réalisés et richement illustrés. Elle accompagne l'élève du jardin d'enfants jusqu'à la fin de l'enseignement secondaire. De là, elle le conduit à la bibliothèque Al Kilany pour Adultes.

Les sujets traités aident le caractère, développent l'intelligence, et lui enseignent la littérature.

La technique renforce et intensifie le désir et l'intérêt du lecteur et stimule son amour pour la lecture.

Le langage enrichit le don d'expression et contribue à une réelle facilité d'élocution. En effet, c'est une révolution littéraire pédagogique qui a été soutenue par les ministres de l'éducation, les dirigeants de l'opinion publique en Orient, de même que des Orientalistes bien connus, ont été unanimes à appuyer.

La bibliothèque fut la première en son genre à poursuivre les méthodes d'éducation les plus modernes dans les pays parlant la langue arabe. Les éditions successives de ces livres ont largement contribué pour la nouvelle génération et ont eu accès dans chaque foyer arabe. En plus, ils ont été traduits dans la plupart des langues Orientales et en certaines langues occidentales.

En effet, ils sont en eux-mêmes, une libre institution qui attire l'élève sans contrainte ni intimidation.

La bibliothèque Al Kilany fut autrefois le rêve de chaque parent. Aujourd'hui, elle est la plus fructueuse nourriture culturelle pour les enfants.

Ils sont publiés par les plus grandes maisons d'édition en Orient.

To Kamil Kilany.

From Professor Carlo Nallino

Professor in the University of Rome and Member of the Academy of the Arabic Language

Sir,

My heart has overflowed with joy to read during these last few years a considerable number of your publications by which you have formed the children's library.

If my conviction is true, you are undoubtedly unmatched in the sphere of children's publications in the entire Arabic World, for I know of no rival to you in this sphere in any country where the letter dad (لغة الضاد) is uttered.

Your books have combined skilful entertainment with excellent style and abundant informations I can find no equal to them except among the books studied in addition to the curriculum in the schools of Europe, for stimulating a love of reading and entertainment in the minds of children and young people, just as they stimulate in them — in addition to this — the love of reflection, and prepare the way for it. I feel sure that your books have filled this void in the world of pedagogy in the East by this ideal method, for the attraction of these stories does not lose its beauty and charm. Everything in it shows perfect taste, as it is outstanding in its excellent choice of subject-matter, in the soundness and accuracy of its expression, and in the simplicity of its language, while its phraseology and the choice of its vocabulary are well-designed for showing the perfect fruit of the mature and true Arabic taste which pervades the whole

I do not except from this the stories which you have derived from European literature, for the excellence of their style, their well-chosen vocabulary and their stamp of pure Arabic, leave no room for doubt that these tales are — in their form — essentially Arabic.

I offer the most unreserved commendation for the care you have devoted to the choice of the subject-matter in the first place, the expression in the second, and the size of the lettering in the third; and also in the plan which is designed to lead to perfect success by progress from the child to the adult in harmony with his development in years and attainments I am likewise delighted to call attention to the delicacy and clearness which characterise the artistic pictures which adorn the pages of this series

To conclude, I congratulate you most sincerely on this praiseworthy work, and pray from the bottom of my heart that this series may become widespread in all Arabic countries

· Nothing could be more worthy of these books than that every child should read them and every young person should profit by them and that every school and institution should teach them, nor could anything be fitter than that they should act as a guide for foreigners studying Arabic, who desire to attain this goal in the shortest way, and most direct method.

Please accept, Mr. Kilany, my sincerest good wishes and esteem.

Carlo Nallino

قصص الكيلانى وترجمتها

ترجمة أمينة سهلة تواجه الأصل العربى . يسرت درس اللغات الأجنبية على قراء العربية ، كما يسرت درس اللسان العربى على قراء اللغات الأجنبية .

بالعربية والإنجليزية

بالعربية والفرنسية

بالعربية والألمانية

بالعربية والإسبانية

أبو خربوش

دندش وأصحاب العصفورة

لواية أميرة الغزلان

الأمين سفروت

رحلة شنطح

دمنة

شمشم

مرمر

أ ك

شهر



الطريقة المثلى لدرس اللغات وتثبيت معانى الكلم